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ABSTRACT

The curriculum guide for Project ESURG (Exemplary Systems Unique for Rural Gifted) provides sample curriculum units appropriate for intellectually gifted students in elementary and junior high schools in rural areas. Underlying principles of the units include providing opportunities for creative expression, critical thinking, self assessment, and evaluation. Given for each unit are purpose, major objectives, special materials, and various teaching strategies. Units cover the following topics: an international airport in Nebraska, Middle East crisis (a simulation game), futurism in Nebraska, local history, inventing products, self assessment, dramatic arts, career exploration, law as a logical system, and advertising. Sample evaluation forms are appended. (DB)

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# P r o j e c t  E S U R G

## Exemplary Systems Unique for Rural Gifted

Funded by ESEA Title IV-C

Curriculum Guide

by

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This Curriculum Guide is dedicated to the Project ESURG Contact Teachers...who have transformed our plans into reality.

| | |
|---|---|
| Ed Anderson | Brenda Heron |
| Leona Anderson | Sr. Virginia Kremlacek |
| Beverly Blume | Bob Nelson |
| Marda Brabec | Greta Rohrberg |
| Gary Bolton | Phyllis Rosenquist |
| Joyce Christensen | Judy Schauer |
| Kay Ferguson | Barbara Schmidt |
| Neil Feser | Vicky Stewart |
| Don Fritz | Julie Terrones |

and to

La Vonne Kay and Madelon Hansen

who have so ably produced our Project ESURG materials.

Before We Begin,

A Few Words of Introduction

Have you ever experienced a truly fine meal and then tried to explain it to a group of people you've just met? Somehow, the flavors--the colors--the conversations--seem to become less and less real as the description progresses. Finally, you end the conversation saying something like, "Well, you had to have been there to get the full effect...".

The same can be said about these sample units. They bring vivid memories to those of us who have been deeply involved in Project ESURG but should be considered only as EXAMPLES which MUST be adapted to meet the specific needs of your students. These examples will be most useful if used in conjunction with the Project ESURG Program Development Guide.

## THE PHILOSOPHY BEHIND THE UNITS

--Project ESURG units contain activities which provide opportunities for: 1. Creative Expression; 2. Critical Thinking; 3. Self-Assessment; and 4. Evaluation.

The units reflect our belief that the purpose of Gifted Education is to assist high ability students to become Producers and Communicators of ideas.

--Some units are more detailed than others. "Lexington (NE) and Concorde", "Middle East Crisis", and "A Future Good Life" are more complex than the others and contain more directions for the teachers.

--The other units contain successful activities developed by several teachers in a variety of ESURG classrooms.

--These activities are very inexpensive to implement.

--All of the activities have been used in rural schools with gifted students.

--The cognitive tests, handouts and supplemental materials used in our schools have been omitted. This was done to further emphasize the need for adaptation by the reader.

## Evaluation

Project ESURG supports the idea that students and teachers must work together when evaluating.

The decision as to what will be evaluated in a given unit is made by all participants. Generally both processes and products are assessed.

The teacher evaluates only that which has been determined as appropriate for the unit. There are no "hidden agendas" in the procedure: e.g., spelling is not judged on a rough draft unless this criterian was established as part of the assignment. Information concerning student work is collected in a variety of ways: teacher observation of behaviors; projects; written work; oral presentations; artistic displays; feedback from school or community participants; cognitive tests; etc.

In turn, students evaluate the work of others, the ideas generated by the group, and the assignments themselves. Self-assessment occurs when they are asked to describe personal changes that have occurred as a result of their experiences with the unit.

The assessment forms that are included in this manual reflect the skills and behaviors that have been emphasized by Project ESURG. These forms serve both as guidelines for curriculum development and as vehicles for communicating with parents and students.

We feel that much of the success of Project ESURG is due to the open and direct manner in which activities and evaluation procedures were conducted in our schools.

We hope this guide will be helpful to you as you begin your program for gifted students.

The Staff of Project ESURG

Title: Lexington (NE) and Concorde: An Airport Unit

By: Jan Rogers, Project ESURG Staff

## Purpose

This unit, although not a formal simulation game, provides high motivational value for gifted students in grades 3-8. Students feel the desire to learn the factual material in order to "win" (i.e., have their site and/or designs chosen). The unit emphasizes group dynamics; cooperation helps teams gain strength at the bargaining table.

## Major Objectives

The students will:

1. Identify and analyze factors essential to the construction and maintenance of an international airport.
2. Apply principles of group decision-making in order to select a viable site.
3. Design an airport complex which is adaptable to the site.
4. Write a story about a character associated with the airport.
5. Develop and perform a dramatic interpretation.

## Special Materials

Maps: Topographical

Demographical

Product

Industry

Road

Art materials, drafting equipment

Renzulli's "Make-A-Character" sheets* (optional) or old magazines.

*Renzulli, Joseph S., & Callahan, Carolyn M. New Directions in Creativity: Mark 3. New York: Harper & Row, 1973.

## Part 1. Choosing a Site

### Objectives

In order to complete the assigned tasks, the students will:

1) Identify the factors essential to construction and maintainance of an international airport.

2) Apply knowledge of Nebraska's topography, demography and politics to the selection of a viable site.

3) Compare and contrast reasons for the selection of several sites.

4) Predict the benefits and disadvantages of having an international airport in this state.

5) Decide which is the best site, if any, and justify the decision.

### The Challenge

The teacher might say:

> Your class has been selected by the federal government to choose a site within the state of Nebraska for possible location of an international airport. Only one site will be chosen for final consideration by federal inspectors. They will arrive in this state in 2 weeks. In order to meet federal guidelines, you must perform the following tasks:
>
> --Study the questions posed on the sheet called "Some Things to Consider" and gather any factual material you will need in order to answer the questions.
>
> --Select a site and give at least 10 reasons why it should be placed under serious consideration.
>
> --Listen to the proposals offered by others at an open hearing.
>
> --After hearing other proposals, list at least 5 additional reasons why your site selection is the most viable and share them with the other groups.
>
> --Participate in the selection of a method to help us come to a final site proposal.
>
> --Make the final choice of a site and present the proposal to the federal inspectors with many reasons that back the choice.

Boundary Breakers

--Write "Taste - Smell - Sounds - Touch - Sight" on board; students are to associate 1 sense with their idea of an airport.

Example:

"To me, airports taste like coffee from a paper cup"; or, "Smell like exhaust from 1000 cities"; etc.

--In order to know a great deal about airports, one would have to learn about....

Examples:

- Land values
- Law
- Terrain
- Business
- Labor
- Food
- Color
- Advertising
- Local government
- International trade

--One thing that makes an international airport different than a local or national airport is....

Examples:

- Money exchange
- Customs
- Interpreters
- Foods (kosher, vegetarian, etc.)

## Some Things to Consider

How much land do you need to acquire?

What type of land should you select? Consider topography--federal vs. private land--the Indian reservations are already federal--How will private owners react to the selling prices offered by the federal government?

Where will your labor supply come from? What jobs need to be filled during construction--maintainance?

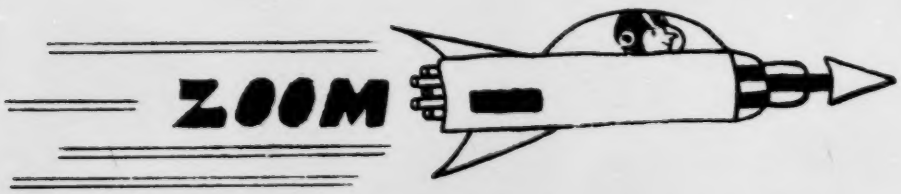
How will the airport help the state? What are some of the negative factors that the airport will produce?

Will you allow the supersonic planes like the Concorde land in the state?

How call the major national airports at Lincoln and Omaha be affected by your site choice? How will Kansas City and Denver be affected?

How will the other transportation systems within the state be affected?

Does Nebraska really need an international airport at this time? In the future?



## Part 2. Creative Projects and Inventions

### Objectives

In order to complete the assigned tasks, the students will:

--List as many parts of an international airport complex as possible.

--Categorize the above list into workable groupings (ticket areas, food services, waiting areas, etc.).

--Produce a unique design, shape or piece of equipment which will fit the site chosen for the airport.

--Share the product with the class.

### Boundary Breakers

--When I'm creating I feel....

--The part of an airport I'd most like to design is....

### Guided Creative Experience

Students will "fishbowl" this activity. Approximately 4 students will stand in front of the class and respond to the interview.

You are now a seat on an airplane:

--What kind of plane are you on?

--Tell us some places you have visited.

--Describe how you look and feel.

--Tell us one thing you enjoy about being an airplane seat.

--A small child who is eating a jelly sandwich is taking a tour on the plane. What is going to happen to you?

--Give one reason why you are important to your airplane.

The rest of the class will summarize the responses given and think of other statements they might have given.

Creative Planning

The students will brainstorm parts of the airport complex, put the list into categories and discuss a possible motif for the airport in relation to its location.

Creative Work

Students working alone will design portions of the airport complex that meet criteria motif.

## Part 3. Creative Writing

Objectives

In order to complete the assigned tasks, the students will:

--(Using Renzulli's Make-A-Character sheets or features from magazines), combine facial parts to form the heroes for their stories. They may make as many as they wish.

--For each face made, students will write a description that is so accurate that other students can locate and identify the features on their own master sheet.

--Students will write a story about the heroes, telling why they are now found in the airport.

--Students will share their stories with the class, telling the creative steps used in the creation of the story.

Boundary Breakers

--In a boundary breaking format, students will give reasons why people would be in an international airport. Each student will try to give a different response.

Activities

--Each student will receive a copy of Renzulli's "Make-A-Character" sheet and old magazines to assemble a collage face. The student may make as many faces as desired and will then glue them to the top of a piece of notebook paper.

--Students will write at least 1 paragraph describing as clearly as possible the character(s) they have constructed. (The other students will guess which features have been used by looking at their Renzulli master sheet as the paragraph is read.)

--Students will write stories about the character(s) they have assembled, pretending they are now observing these characters in the airport. Stories could include the characters past or future adventures, reasons for being at the airport, etc.

--Students will share their stories with the class in a boundary breaker setting.

## Part 4. Drama

### Objectives

In order to complete the assigned tasks, the students will:

--Express clearly and follow directions well.

--Add sound effects and airplane movements to make their performance.

### Activities

--Teacher says, "All of a sudden you wake up one morning and your hands are attached to the clouds with string and you are standing on your tip toes. Show me what this looks like. Then all of a sudden something has cut the strings and you quickly fall, what would your body do?"

(The more creative will let his/her body become very relaxed, while the less creative may be more tense.)

Source: Melanie Tucker, ESU #2, Fremont, Nebraska.

--A landing strip is made by placing two lines of chairs back to back about four feet apart. A good length for the runway is twelve feet. The space between the chairs is then strewn with obstacles (in such a way that they could be avoided if care is exercised): books, shoes, etc. One student is blindfolded: he is the pilot who is trying to land his plane on a foggy night on a runway which is covered with wrecks, potholes, etc. His radio transmitter is dead.

He can hear the control tower, but he cannot speak. Another student becomes the control tower and chooses one location from which to give directions during the landing. The pilot is placed at the end of the runway; his object is to get through the twelve feet of littered runway without touching any of the objects along the way. Any touch (including the chairs) is a crash, and a new pilot and control tower try their hand at it. Each student should get a chance at both flying and controlling, although time may be a problem. (You might try setting up two runways at different ends of the room.) You will find that the students begin to develop all kinds of theories about how to direct one another, how to slide, inch along, move their feet, judge distances, etc.

Source: "Theater's Different Demands - An Approach to the Teaching of Plays" by Mary Hunter Wolf and Victor B. Miller, Center for Theater Techniques in Education, 1850 Elm Street, Stratford, Connecticut 06497.

## Part 5. Evaluation

### Some Possible Questions

--International airports: Pros and Cons.

--An international airport is like an ant colony; a beehive; (your choice).

--If I had a job at an airport it would be....

--Airports of the future will need these changes....

--I would rather live near an international airport, an interstate highway or a commuter train station.

--To me, the best part of this unit was....

Title: Middle East Crisis: A Simulation Game

By: Betty Walker, Project ESURG Staff

## Purpose

This simulation game offers students opportunities to actively experience contempoary problems; to assume the personal beliefs of an actual Middle Eastern leader; to analyze positions of other cultures; to work for mutual cooperation; to predict outcomes of actual events. Stakes are high; students are motivated to prepare well for the international conference.

## Major Objectives

The students will:

1. Identify issues and political positions involved in the crisis.
2. Gather and interpret data from assigned point of view.
3. Present data at bargaining session.
4. Resolve crisis.
5. Evaluate process, resolution/ compare with actual events.

## Special Materials

Reference Materials:

News magazines, biographies, etc.

Props, costumes

Videotape equipment (optional)

## Part 1. The Crisis

(Note: This unit is provided as a model of a simulation game. Like other units dependent upon current events, it must be adapted to present situations.)

### Objectives

In order to complete the assigned tasks, the students will:

1) Identify the issues and political positions involved in the crisis.

2) Identify the parties involved on a map.

### Boundary Breakers

--(Show a map of the area) When I see a map of the Middle East, _____ comes to my mind.

Examples:

- Sadat
- Sand
- Oil
- OPEC
- War

--In order to take on the personality of a leader from a Middle Eastern country, I'll have to know something about....

### The Challenge

(This was read to the students the day the simulation was introduced.)

Sit back and relax for a minute and let your imagination travel silently to the other side of the world. You are sitting in a large, lavishly decorated room watching a group of about 30 men of various skin tones who are dressed in many different types of outfits. The room is warm, not only because of the temperature, but because of the air of excitement, suspense, and anticipation which is felt by everyone. The men, seated around the table, in what appears to be four divisions, are talking in low voices while the eyes of the world, are focused on them through a myriad of television cameras.

On either side of the podium are seated two men whose faces have been seen in the news frequently for the last two months, the smiling and poised President Sadat of Egypt and the concerned-looking Premier Begin of Israel. Other faces are easily recognized--Yasir Arafat in his familiar checked headdress framing his sweating face; the handsome, mustached King Hussein of Jordan and King Khalid of Saudi Arabia. Suddenly, a gavel raps on the podium and the meeting commences. In the back of your mind you wonder, what would it be like to be a world leader and meet with other world leaders to make decisions that would reach far into the future? What would it be like to know that your ideas could help bring peace to the world or cause the end of the world? What would it be like to want peace for the world, but be unable to get it for fear that some of your friends would desert you? (Saudi Arabia)

You are going to get your chance to find out the answers to these questions. For a short time you are going to assume the roles of some of the leaders of the Middle East. You are going to do this by finding out what it's like to live in the Middle East, what these men think about Sadat and his ideas, about the Israelis and what should be done in the Middle East. You are going to bring your ideas to the conference table just as these men would and talk just as they would.

## The Problems

Players will define the problems according to their viewpoints on the following issues:

- Creation of a Palestinian entity
- Arab vs. Jew
- Geneva vs. Cairo
- Suez Canal
- Sinai Peninsula, West Bank, Gaza Strip
- The U.S. viewpoint
- The Soviet influence

## Objectives

--Each player should try to help reach a group concensus or agreement on the issues.

--Each player should try to gain as many points for his/her team as possible.

Characters and Goals

Each player is assigned a role representing a country and each player should try to benefit his/her country and team in any way possible.

## Part 2. Data Gathering and Role Assumption

Objectives

In order to complete these tasks, the students will:

--Gather data from a variety of sources.

--Organize data in a manner which will be helpful at the bargaining table.

--Interpret data from the point of view of the assumed role.

Boundary Breakers

--Some things I should consider when trying to become the person I've been assigned....

--(Group) Some places we can find information about the Middle East and these personalities are _____ _____.

--I will have "enough" material when....

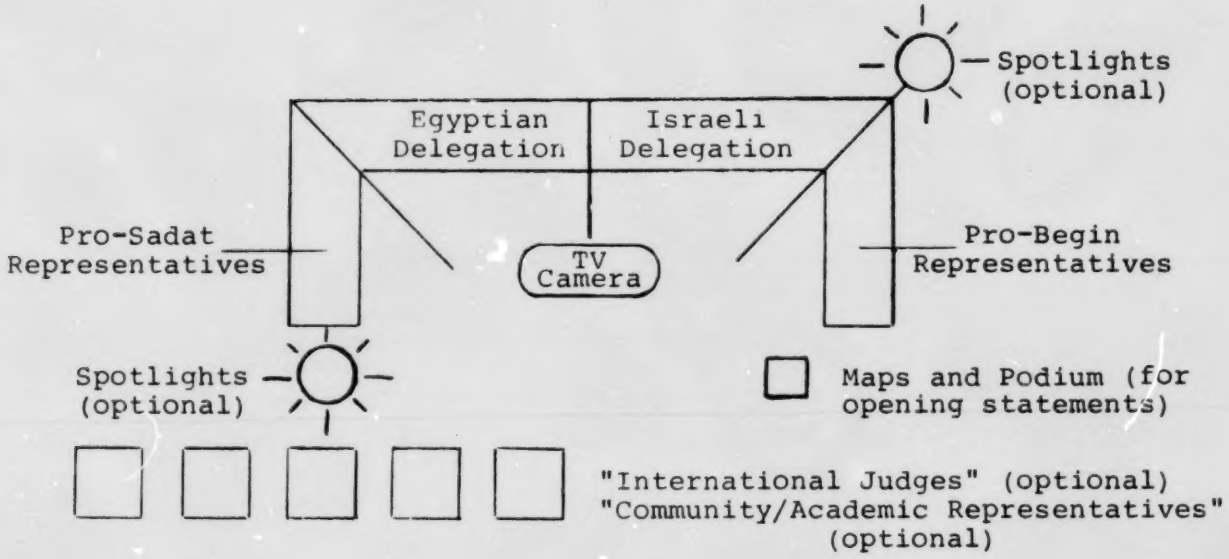
(Note: Students gather information from a variety of sources. When students find very little information about the person assigned to them, they need to consider the real job of the person; i.e. would this person reflect Sadat's point of view? If so, who could you study?

Students need to address all of the assigned issues; also, they need to know opposing viewpoints in order to anticipate proposals at the bargaining table.)

## Part 3. Presentations at the Bargaining Table

Warm-Up

Students are dressed in authentic costumes. The discussion room is designed in a "U" to foster discussion and good camera angles (optional).




Students will follow the format outlined on their handouts. Resolution and Evaluation phases may need to be conducted at later sessions.

Rules and Their Administration

A. Procedural Rules - Each team will give an opening statement of their viewpoint. This can be done by one team member or divided among several team members. After the four viewpoints have been heard, negotiations will begin; the players will be recognized by the mediators (teachers) and given the opportunity to speak.

B. Mediational Rules - When an impasse is reached in the negotiations, players should consider compromise. The mediators may call on various players to restate viewpoints.

C. Behavior Constraint Rules - One player may speak at a time. Mediators will call on players when it is their turn; the player who has the floor may choose to turn it over to a different team player, but not one of his own team members.

D. Police Rules - Points can be given or taken away by the judges, based on the above rules. Also points can be gained by considering the following questions.

B. Flexibility

- How many ideas can be combined?
- How many ideas have similarities?

C. Originality

- What did we think of, that the other groups didn't think of?

D. Elaboration

- What can we add to the others' ideas?
- What can we add to our own ideas?

Evaluation and Feedback

- Were the objectives reached?
- How can the game be improved?

The Groups and Characters

| Egypt | Israel |
|---|---|
| President Sadat<br>Aide Hassan Kamel<br>Acting Foreign Minister Ghali<br>War Minister Gamasy<br>Information Minister Odeh<br>Ambassador to U.S. Ashraf Ghorbal | Premier Begin<br>President Ephraim Katzir<br>Deputy Premier Yigael Yadin<br>Foreign Minister Moshe Dayan<br>Chief Negotiator Elisha Ben Elissar<br>Major General Avraham Tamir (Expert of buffer zones, observer of points and navigation lanes) |
| **Others For Sadat** | **Others Against Sadat** |
| SUDAN - Jaafar Nimeiry<br>MOROCCO - King Hassan<br>OMAN - Sultan Qubas<br>SOMALIS - Sida Barre<br>JORDAN - King Hussein<br>Premier Mudar Badran<br>TUNISIA - Bourguiba<br>SAUDI ARABIA - King Khalid<br>Crown Prince Fahd | PLO - Yasir Arafat<br>ALGERIA - Boumedienne<br>IRAQ - Bakr<br>LIBYA - Kadafi<br>SYRIA - Hafez Assad<br>Foreign Minister Abdel Halim Khadam (Moscow)<br>LEBANON - Sarkis |

## Part 4. Resolution of the Crisis

Through negotiations, the conflict eventually is resolved.

Teams then receive points/observations from the judges or teacher.

## Part 5. Evaluation

Students, judges and teachers evaluate procedures, quality of solutions, extent to which objectives were met. Special recognition for excellent presentations, research, etc. is given.

Closure (Oral or Written)

--Students have the opportunity to give opinions and personal observations about the topic, the simulation, the importance of the topic to their lives.

As events occur in the actual situation, evaluative procedures should continue among the students.

Title: A Future "Good Life" - (Futurism in Nebraska)

By: Jan Rogers, Project ESURG Staff

## Purpose

We study the future in order to study the effects of change on individuals. Based on the idea that we have control of the future only if we have the power to create it, this unit stresses techniques in analysis, the relationship between cause and effect, adaptation to change.

## Major Objectives

The students will:

1. Conduct general and intensive analyses of conditions within the area.
2. Predict needs based on future conditions.
3. Develop a prototype of an item which will meet a future need.
4. Evaluate processes and products associated with this unit.

## Special Materials

There are many excellent sources on Futurism. We found these especially helpful:


Rosen, Stephen. Future Facts. New York: Simon and Schuster, 1976.

Reeder, Robert, & Sattler, Roxanne, & Troshynski, Hugh. Future Studies. Lincoln NE.: Nebraska Department of Education, 1978.

Hellfach, Judith C. Future Studies: A Systems Approach. Englewood Cliffs, N.J.: Prentice-Hall, 1977.

Best, Fred (Ed.). The Future of Work. Englewood Cliffs, N.J.: Prentice-Hall, 1973.

## Part 1. Analysis

The teacher might wish to introduce the unit in the following way:

> Imagine that...the President of the United States has added a new Cabinet member to his staff to help Americans better prepare for the future. The Secretary of Future Planning will be responsible for coordinating the efforts of government and business in order to help American towns adapt to new technology, changes in population and changes in lifestyle.
>
> In an effort to accomplish the task the Secretary has asked for predictions about future lifestyles from all states. The hope is that by gathering a wide variety of ideas, some general trends will occur. These trends can then be used as the basis of a national plan. This class has been selected to make predictions about what conditions in this area will be like 100 years from now. You'll need to supply evidence concerning the following: What will be the same; what will be gone; what will be newly developed; who will be affected by each change.
>
> Our task will be to conduct the analysis of the area, make the necessary predictions and do some inventing based upon the predictions.

Boundary Breakers

(Teacher displays some historical photos of a familiar local scene, some current shots of the same scene.)

--I see....

--I hear (or imagine I hear)....

--I feel....

(Teacher shows some photos of vacant lots or empty fields.)

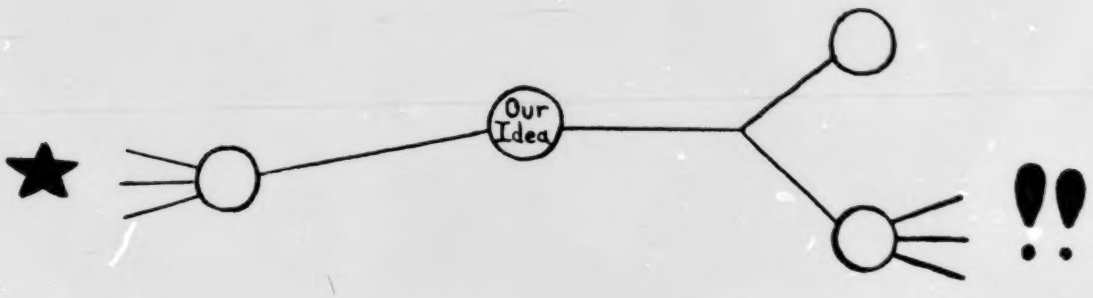
--I predict....

--We need....

Brainstorming/Webbing

--Some things we'll have to investigate in order to pursue our tasks....

(List on board, then web.)




--Make a star next to things that probably will not change, an exclamation point next to things that probably will.

Self-Assessment

--Select one or two things most likely to change (energy sources, population, appliances, consumer goods are popular responses) and ask the following questions:

- When I am faced with a new item or situation I usually....
- If I could live at one of these 3 times I would prefer living 100 years ago, today or 100 years years in the future because....
- Describe a situation in which you adapted to a change but a member of the older generation did not. Predict a time in the future in which you may not adapt as easily as your children.

Part 2. Pulling the Information Together

--Select (in diads or triads) a topic which can be analyzed from the web on the board. (Common choices include energy sources, major industries, labor-saving devices in the home, and means of transportation.)

--Each team offers information to a classroom chart (composed of student choices):

| TOPIC | PAST | PRESENT | PREDICTED TRENDS |
|---|---|---|---|
| Energy | | | |
| Farming | | | |
| Food preparation | | | |
| Communication:<br>Computer<br>TV | | | |

(If desired, points can be given for steps included in the data-gathering process: most sources, most unique source, best use of community, etc.)

Predicting Needs

Using the information gathered by research teams, students now must transfer "predicted trends" into "predicted needs".

(Due to the level of abstract thought involved in this step, the teacher might want to lead students through several examples carefully. "Cause and Effect" is a difficult relationship for younger students to master.)

Example:

"Mr. Jones told us that the farm equipment of the future will probably be computerized so that a variety of energy sources can be used. A piece of large machinery might run on solar energy one day, battery power another, wind power another, etc. What might we say about the jobs this might create? (Repairs, parts, computer sales, etc.)

What about the cost of such sophisticated equipment? What about the training future farmers will need?

What kinds of materials might be used to develop equipment like this? Where would they come from?"

Web each example so that students can use them as models for their own.

Summarization

--We have found that people will need (highly specialized technologists, social and psychological services, alternate energy sources) within the next 100 years.

--How can we help people get ready for these changes?

--How do you think our predictions might effect your own life?

## Part 3. Development of a Prototype

Brainstorming

--Using the information concerning future needs...

- List some items that might be of use to elderly citizens, to banks, to restaurants, etc.
- Put ideas together, magnify, minify, etc. and add to the list.

Inventing

Students will continue undergoing the convergent, divergent process on their own until an idea for an invention emerges.

For the purposes of this unit a prototype is a model of an item which meets the criteria established by the class. It could be a scale model, a detailed blueprint, or a cardboard mock-up. It must represent the completed idea including all appropriate information.

Presentations should be made so that students evaluate the works of others.

--What specialized knowledge will people of the future need?

--How will they be able to share essential information with one another?

--How will they react to the complex world we have predicted?

--In what ways will life be better? Worse?

--If technology progresses faster than culture, will technology eventually be rejected because its products are too advanced, too large, too expensive?

## Part 4. Evaluation

### The Product

Students will assess products using the creative product evaluation sheet (included in the Introduction).

### The Process

Some possible questions concerning the unit:

--Some predictions we have made about our area that make me (GLAD--MAD--SAD) are....

--Please give your feelings about these statements:

- Change is inevitable; coping is not.
- We have control of the future only if we have the ability to create it.
- Technology controls man's life; man controls technology.

--Why were some inventions quickly accepted by our group of futurists and others not? Which ones do you think would be truly useful 100 years from now?

--What were the joys (frustrations, pitfalls, surprises) of this unit?

Title: Landmarks and Lively Legends - (Local History)

Contributors: Phyllis Rosenquist, Sr. Virginia Kremlacek, Marla Brabec, Project ESURG Contact Teachers

## Purpose

This unit helps students gain deeper understanding of the factors which have shaped their local community. By focusing on people and sites as well as on written material, it teaches a wide variety of research skills. The development of a community-based project increases skills in creativity and group processes.

| Major Objectives | Special Materials |
|---|---|
| The students will:<br>1. Analyze the area in terms of names, buildings, monuments, battle sites, industrial sites, etc.<br>2. Gather information from a variety of sources concerning a topic.<br>3. Develop a product or way of reporting information.<br>4. Present information to a community group.<br>5. Evaluate the experiences within the unit. | Citizens<br>Public records<br>Maps<br>Camera/tapes<br>Local publications<br>Diaries, journals, etc.<br>Old photographs |

## Part 1. Analysis of the Area

### Boundary Breakers

--Some possible sources of information about this area's past are....

--Some important ways of making a living in this area today are....

--Some people who have landmarks or streets in this area named after them are....

--Our family has lived in this area for ____ generations.

### Guided Creative Experiences

--Gravestone in the cemetery

--Plaque on a historical marker

### Activities

--Analyze the composition of local cemeteries

- Average lifespans
- Trace epidemics, disasters, etc.
- Materials used for markers.
- Unusual epitaphs
- War emblems/special markers
- Earliest/most recent dates
- Unusual tombstones
- Level/causes of deterioration of tombstones.

--List ancestors of students who are located in the cemetery. Record on a world map the family origins of the group. (Could be extended to customs, historical reasons for emigrating, etc.)

--Construct graphs indicating percentages of students of similar origins.

--Assess the geographic location of the community - compile a list of reasons why founding families selected the site.

--Conduct a sensory tour of the community. Note major:

- Sights - Popular or famous buildings, landmarks
- Sounds - Industrial, recreational, cultural
- Smells - Positive and negative
- Physical Attributes - Climate, flora and fauna, topography
- Tastes - Popular restaurants, local brands

--Photograph the range of housing styles in the area.

Analyze according to style, building materials, date of construction, architect, cost to build, etc.

--Count the numbers:

- Churches (and their denominations)
- Clubs and organizations
- Schools
- Recreational facilities
- Museums
- Factories, private businesses
- Chains and franchises, etc.

--Make a circle graph depicting the quantitative makeup of the community.

## Part 2. In-depth Research

### Boundary Breakers

--One building that could be this area's trademark is _____ because _____....

--Some things that this community had 100 years ago that are now not as important are....

--One of the area's most exciting event in the past 100 years was....

--I prefer to gather information in the following ways....

Guided Creative Experiences

--Member of the original community

--A utensil common to the area 100 years ago

--Famous building or landmark

--Item in the front window of an early store

Activities

--Build an information mural around the room including:

- Original settlers
- Governmental changes/growth
- Customs
- Entertainment
- Education
- Culture/lifestyle
- Famous civic leaders
- War heroes
- Architecture
- Major events

--Focus on one important city block. Develop a series of drawings, dioramas, charts depicting the changes in architecture, businesses, ownership, etc.

--Gather reports from as many sources as possible about a given event. Separate information into "hard" and "soft" data accounts.

--Describe what importance the area has to archaeologists, historians, anthropologists, archaeologists, sociologists, zoologists, botanists, etc.

--Investigate the history of a local organization in terms of outstanding contributions, fourth generation members, interesting incidents, etc.

--Collect anecdotal accounts of episodes in the lives of elderly citizens. Photograph and tape record each contributor.

--Conduct or visit an archaeological dig at a local site.

--Gather data from the courthouse concerning land ownership, election results, famous trials, school records, etc.

## Part 3. Creative Production

### Boundary Breakers

--When I'm inventing I feel....

--This community could really benefit from....

### Guided Creative Experiences

--A famous landmark

--A Chamber of Commerce ad about the area

### Activities

--Prepare a slide-tape presentation including voices of elderly citizens.

--Design a play or videotaped performance depicting several major events.

--Produce a local newspaper for the year 1880.

--Design dioramas which depict a series of events.

--Produce a timeline which includes past, present and predictions of future events.

--Make your own temporary museum in school.

--Develop a display for a local museum.

--Produce a photographic essay.

--Make a collage depicting the history of a given family from the earliest settler to the present generation.

--Organize a historical fair in the community. Plan activities, booths, tours, foods, souveniers, etc.

--Develop a Heritage Bank for the community. Borrowers can "withdraw" information but must return it "with interest" (additional information).

--Organize a group who will restore/renovate an endangered historical site.

--Work to place a historical site on the National Register of Historical Buildings.

--Write a community song.

--Develop a map and script which could be used as a tour of the town's major points of interest.

--Design historically accurate plans for redecorating a room in a famous house or business.

## Part 4. Presentations

### Boundary Breakers

--Our information can be shared in these ways....

--Some groups who might be most interested in our information are....

### Guided Creative Experiences

--An original settler who has taken a journey into the Twentieth Century to visit the town

--An item in the local museum

### Possible Outlets for Historical Projects

--Senior Citizens groups

--Historical Society functions

--Museum displays or journals

--Groups of younger children

--Radio/TV interviews

--Displays in showrooms of local businesses

--Art galleries or art shows

--Civic organization luncheons

## Part 5. Evaluation

### Sample Questions

--Studying our local heritage has changed my opinion about....

--Three words that describe our original settlement are....

--When I think of this community, I think of these names....

--I could have done a better job at....

--This community will remember my name for these contributions....

--This unit has helped me to....

--I am glad I know more about....

--It is valuable to study local history because....

--Information gathered about an area can be used to....

--The most colorful character this community has ever known was _____ because....

--One thing I'm very proud of in our community is....

--Some of the major changes in this community over the past 150 years are....

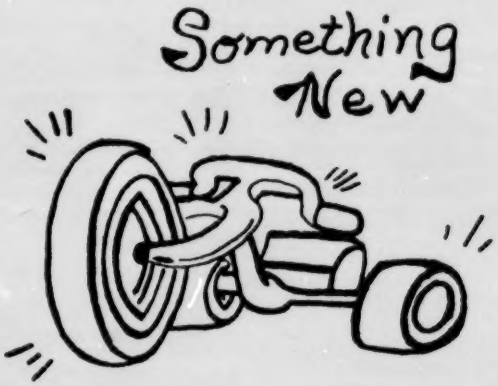
--The experience I have most enjoyed during this unit was....

Title: Capital Ideas - (Inventing Products)

Contributors: Joyce Christensen, Gary Bolton, Project ESURG Contact Teachers

## Purpose

This unit can be used in conjuction with units about Capitalism, the Industrial Revolution, Consumerism, etc. The unit stresses the importance our society places upon technology and the invention of consumer products.




| Major Objectives | Special Materials |
|---|---|
| The students will:<br>1. Analyze teenage **preferences** in consumer products by assessing common traits among most popular items.<br>2. Design a new product.<br>3. Rate the inventions according to list of popular traits. Select several top products.<br>4. (Optional) Market top products. | Materials needed for development of product prototypes. |

## Part 1. Analysis of the Teenage Market

The teacher might want to introduce the unit by saying something like this:

--Imagine that...the president of a local company called this morning to ask our group for help. The company is in trouble financially and has run out of ideas for products that teenagers will buy.

Our task will be to help this company in these ways:

- On your own, make a list of products that currently are selling well among teenagers.
- Analyze those things that the best sellers have in common, such as color, price range, etc.
- As an individual, develop an idea for a new product that might be a best seller.
- Make a model of your product for presentation to the class.

Later, we will evaluate your product according to the standards for "best sellers" we determined from our analysis.

### Boundary Breakers

--One product I would really like to buy is....

--One product that I just bought is....

### Activities

--Tally the responses from the boundary breakers as to popularity of items among this age group.

--Interview 10 other teenagers asking the 2 Boundary Breakers. Compile a list of products for analysis.

--Visit local stores. Ask salespeople for names of current "best sellers". Compile a list for analysis.

--Analyze similarities among the responses:

- Types of products (games, hair dryers, stereos, calculators, clothing, cosmetics, etc.)
- Colors
- Materials used in the manufacture of the product.

- Price range
- Power source (battery, electricity)
- Anticipated longevity

-- Develop a graph or chart which contains the most frequently mentioned criteria to be used as guidelines for inventions.

## Part 2. Designing a Product

### Brainstorming

--List some products that have been popular in your lifetime (for all age groups).

### Synthesis

--Take any 2 products from the brainstorming list--mentally combine them into a new product (i.e., football helmet and portable radio = ? Laser and television = ?).

--Using your criteria for current teenage best sellers as a guide, develop a list of possible inventions to consider.

--Select at least one invention and develop a prototype.

## Part 3. Presentation and Group Evaluation of Inventions

### Activities

--Using the Boundary Breaking format, each student's invention is presented.

--Other students can rate the inventions using the predetermined criteria.

--Each invention should receive assessment. Suggestions for improvement can be included and the revised product resubmitted for consideration.

--Develop working models of high scoring products and display in the school lunchroom. Conduct a survey of other students about potential sales success.

## Part 4. (Optional) Marketing Top Products

### Activities

--Display products in a local store for sale.

- Negotiate with owner
- Determine profit levels
- Make window displays

--Organize a flea market and sell products along with other items. Note popularity of the inventions in comparison with other items.

--Negotiate with a local manufacturer to have the items produced.

--Sell rights to the products to appropriate distributors.

Title: Captives in Space - (Self-Assessment)

Contributor: Gary Bolton, Project ESURG Contact Teacher

## Purpose

This unit provides a springboard for discussing the emotional and physical impact of human captivity. It can be used in association with units on slavery, concentration camps, the Iranian Crisis, prisons, dictatorships, etc.

| Major Objectives | Special Materials |
|---|---|
| <u>The students will</u>:<br><br>1. Identify personal feelings experienced at various stages of the story.<br><br>2. Compare/contrast elements of the story and the actual incident under study.<br><br>3. Write a story describing the impact of captivity which applies to the situation under study.<br><br>4. Evaluate the unit. | Story: "Captives in Space" |

## Part 1. The Story and Personal Feelings

This story can be read aloud or distributed to each student.

**********

The Capture: Todd had really enjoyed basketball practice tonight. He had played unusually well, and it looked as though the coach might let him start in Friday's game. It had been years since a Sophomore had started in a game for Wilson High, and his father would really be proud.

All these thoughts were going through Todd's head while he was walking home. His home was about a mile out of town, and the short-cut through the grove was much faster than using the road. Todd had traveled this path since seventh grade, and he knew it with his eyes closed. As he walked, he could see the yard light had been left on, probably by his mother for his benefit.

All of a sudden, Todd thought he spotted something in a clearing about a hundred yards to the right. He wasn't really sure what it was he thought he saw, but whatever it was, he knew it hadn't been there this morning when he went to school. He felt an uncontrolable urge to go over and investigate. As he moved closer, he felt a strange sensation. He could hardly believe what he saw. In the moonlight, it seemed to have the appearance of a..... a.....a spacecraft! No, it couldn't be he thought to himself because there are no such things. He thought it must be some kind of trailer, or camper, or something, but the closer he came to it, the more he realized it really was a spacecraft. Suddenly, Todd had the feeling he should run, run to his home and get his father to see this with him. Somehow though he had the feeling that if he left and returned with a witness, this craft would be gone. This would make him sound like a fool, so he decided to stay and watch it for awhile.

Then, a tremendously bright light came from the side of the craft. It seemed to be pointed in his direction. He no longer seemed to have control of his muscles. He felt like running, but he couldn't. Two people were coming toward him from the craft. They grabbed him, and took him aboard.

The next thing Todd knew, he was sitting on the floor leaning against the wall. His feet were tied, and his wrists were fastened to the wall by a strap. As he looked around the room, he saw there were about a dozen or more people in the same fix as he was.

What Todd would soon be finding out was that these people were each a different nationality, and thus, would be unable to communicate with one another. Before he had time to figure this out for himself, two men entered the room through a sliding panel. These two men were like none he had ever seen before. They had skin that was a pale, blue color, and wore clothes that were very strange. They talked, but Todd nor anyone else understood them. They became very violent when the people did not answer them when spoken to. The two struck one man when he tried to kick at one of the aliens. The alien pointed a tiny device which looked like a small calculator toward the man. When he triggered the device, it made the man jump and then collapse. The two aliens then yelled at all of the people in the room, and pointed the device at each of them. They then turned and left the room through the sliding panel.

Later, Todd was trying to piece together all that had happened. He had been captured, but for what reason he did not know. Why he or any of these people were here, he could not understand. He was being taken somewhere, but where he did not know. He did know one thing for sure, and that was he had been traveling for hours, and he was very hungry.

A few minutes more had passed when the sliding panel opened again. This time an alien brought in a tray full of packages. He flung a package to each person, and yelled something at the group. When no one moved, he demonstrated to the group they were to eat the contents of the package. Todd and a few of the others complied, but Todd spit his out on the floor. It was horrible. The taste was beyond description. The alien was furious, and pointed his weapon at Todd. A funny noise emitted, and Todd felt an immense pain. It was if he had been shocked. He then collapsed. When Todd recovered moments later, his head ached from the shock he had encountered.

Todd now began to realize he was in trouble. Wherever he was being taken, it was obviously going to be a place where he could not get help, and more than likely he would never return to his home again.

<u>The teacher might stop here and ask the following</u>:

1. What feelings are you experiencing? (Write these feeling words on the board.)

2. What were the possibilities of running away or a revolt?

The Arrival and Settlement: The following day, Todd was awakened by the sounds of voices. He and the others were herded through the panel, and down a hallway. At the end of the hall, there was another door which appeared to be the outside door of the craft. The entire group was pushed out the exit, and into a strange looking vehicle. From there Todd and others were transported to a large building. Everything in this new world looked so odd. The buildings, the people, the vehicles, everything. What seemed most weird was the sky, for it was a pinkish color.

Todd and some of the others were taken to a room where they were given clothes which they assumed they were to change into. As soon as this had been done, they were herded like cattle into a train-like vehicle. It took them along a track and into a tunnel; a tunnel which took them far beneath the surface of this planet.

Once they arrived at their destination, they were all suddenly aware of what was in store for them. As far as the eye could see, there were others just like them (perhaps from earth) doing slave-like work. There were men, women, and even children doing awful sorts of jobs. This underground place was hot and very damp, and the workers seemed to be exhausted.

Todd and the rest of the new arrivals were given tools, and told to work. This was now his future, one which Todd realized was going to be vastly different from what his former life on earth had been. As Todd worked, he wondered what his parents must be going through about now. He was certain they were frantic with worry. Three days ago the most important thing in his life had been Friday's basketball game. He had forgotten all about it. It somehow did not seem to matter.

Teacher might stop here, and ask:

1. Are there any new feelings? (If so, add them to list.)

2. Which of the feelings listed seem stronger now? Weaker?

Second Generation: Years have passed. Todd's station in life is very low. He met a young girl, and as time went by, they fell in love and married. They now have two children, but the family lives as second class citizens. Their days are filled with back-breaking labor and misery, but their family is full of love. They are not allowed to own anything, and are not given the same rights and privileges as the blue skinned people. They have been forced to learn the language of these aliens, and can speak English only in their own home, and with utmost secrecy. Todd and his wife want so much to tell their youngsters about their past, and how wonderful their former home on earth was, but the children have a difficult time understanding what it must have been like.

They would also like to teach their children a few basic words in English, but it all seems so useless trying to hold onto a way of life that they will never see again.

Questions:

1. What do the children think of the world in which they live? Does it seem foreign? Why or why not?

2. How do the children feel about running away? Revolt?

3. Will the children ever fully understand their heritage?

## Part 2. Analysis

### Boundary Breakers

--Leaving out material goods, my most important possession is....

--When I'm in a strange or new situation I....

### Activities

--Compile lists of similarities and differences between the story and the events currently being studied.

--Investigate findings concerning animals in captivity. Compare results with those of people.

## Part 3. Creative Writing

### Brainstorming

--Think of a time in your life when you felt isolated - trapped - alien.

--Quickly write down: (1 minute each)

- Your emotions
- Your sensory experiences (clammy hands, physical pain, etc.)
- Thoughts you had running through your brain.
- What you did to resolve the crisis.

Activity

--Write a short story about a person in the situation being studied. Include the items collected in the brainstorming session. Make sure that the story reflects historical accuracy as well as emotional validity.

## Part 4. Evaluation

Possible Questions

--People who are held captive undergo these emotions....

--People who hold others captive often do so for these reasons.... (Political, economic, religious, psychological.)

--Sometimes we can use a science fiction story or other types of fantasy to help us learn about reality. They are important tools because....

--Sometimes we have difficulty feeling the impact of inhumane events. We feel detached because.... (Time, cultural differences, geographic location, personal sublimation, etc.)

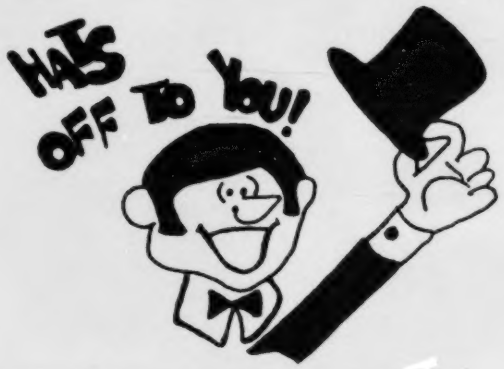
--Because of this activity, I have grown in this area....

Title: "The Meaning Behind the Smile": Developing Affective Skills Through the Dramatic Arts

Contributor: Julie Terrones, Project ESURG Contact Teacher

## Purpose

This unit includes work in self-assessment, creativity and communication. It can be used to unify a group and to increase self-confidence among shy students. It is important that the teacher participates fully in the activities.




| Major Objectives | Specific Materials |
|---|---|
| <u>The students will</u>:<br>1. Participate in the exercises.<br>2. Use verbal and non-verbal means of expressing emotions.<br>3. Develop a skit, props, costumes.<br>4. Perform the skit on stage.<br>5. Assess personal growth/ changes during the unit. | Stage Makeup<br>Props<br>Costumes<br>(Teacher may need reference books concerning creative dramatics, stage makeup, lighting, script structure, body language.) |

## Part 1. Verbal and Non-Verbal Communication

The teacher might introduce the unit by saying something like:

> "For the next few days, we'll be doing some activities that will involve communication. We'll be doing some non-verbal and some verbal activities. Eventually we'll combine both the verbal and non-verbal so that we can deliver a clear message. Everyone will have a chance to participate and in some activities we'll have lots of choices of things to do. We'll also have the opportunity to express our feelings about the things we're doing. The first thing we'll do today is to practice some exercises which will help us relax our bodies and minds."

(The teacher needs to set the climate for the unit. The atmosphere needs to be warm, open, non-threatening.)

Activities - (All group oriented)

--Participate in exercises designed to reduce tension. Stretching, deep breathing, lying on back and willfully relaxing feet--hands--arms--legs--trunk--neck--face. (Yoga warm-ups are fun.)

--Select an exercise which "would be the most helpful in getting ready for a tense situation" and demonstrate it.

--Non-verbally demonstrate anger--fear--joy--surprise--affection--sadness--humor.

--Discuss how body language (non-verbal expression) gives others clues to your feelings.

--Demonstrate some examples of body language (shoulders up = tenseness; crossed arms = rejection of another's idea; open, loose posture = acceptance....)

--In teams of 2-3 teacher and students non-verbally demonstrate appropriate feelings and gestures for situations such as:

- A conductor and the orchestra playing a soft **melody.**
- A tug-o-war team

- A political candidate with a negative audience
- A TV crew and a star doing a song.
- Children trying to crawl under barbed wire fence to escape a charging bull.

--Groups react to questions relating to: the hardest situation and why; the one that took the most gestures, etc.

## Part 2. Verbal Communication Through Improvisations

### Boundary Breakers

--One movie star who I'd like to play my life is....

--"When I have to talk in front of a group I feel...."

--"Tone" of voice is important. Please say the following things as a group?

- "No fooling" as a question; a command.
- "It's mine" as if talking to a robber; as the recipient of a prize.
- "A homerun" as if it's not your team; as if your coach ordered you to do it.

### Activities

--Using nonsense words (gibberish), pairs of students stand in front of the group, pull an assignment card, and conduct a conversation with the appropriate vocal intonations. The group must guess the message.

Sample situations:

- Nurse to grandparents: "Your daughter had twin girls."
- Boss to employee: "You're fired."
- Scout to commander: "The enemy is right over that hill!"
- Driver to gas station attendant: "Fill it up and check the oil."
- Boy to girl: "Will you go to the movies with me?"

--Each team is now given a situation in which words must be used. Others have to guess the situation from the improvised dialogue.

Samples:

- Father refusing to let his daughter date a boy who he suspects of using drugs. Father does not come out directly with the real reason.
- A parent trying tactfully to tell a teacher that she unfairly graded a child.
- A coach breaking the news gently that a basketball player is going to be traded because he has a terrible temper and it's hurting the team image.
- A policeman trying to talk a person in from the ledge of the 100th floor, without upsetting the person more.

--Class talks about the techniques which best conveyed the message.

## Part 3. Writing a Skit

### Story Starter

--The teacher starts a story, leaves off in the middle of a sentence; the next person finished the sentence and adds half of another. Story is finished when someone develops a conclusion. The next person starts a new story. Activity ends when everyone has spoken.

Teacher: "A good story has a beginning, middle and end."

--Exercise #1 is repeated with a new story starter. Students sit for "beginning phase; stand when they feel a middle has been reached; sit at the end.

--Students and teacher are to write a 1-2 minute skit describing an actual situation in their lives which was either funny, tragic or exciting. The skit should include dialogue, non-verbal directions (gestures) for 2 actors and descriptions of needed costumes, scenery and props.

--In teams, actors rehearse, arrange for costumes, scenery, etc. (Students/teacher are matched so that they will eventually present 2 skits representing differing emotions.)

--Skits are presented in a large room where groups of 8-10 watch--watch--present--watch, etc. (Not all students will see all skits.)

--At the end of the session, group will review the feelings they've had during the various activities, note positive changes in group, funny experiences. Each should note at least one experience which helped them to grow in self-confidence, insight, awareness of a new ability, etc.

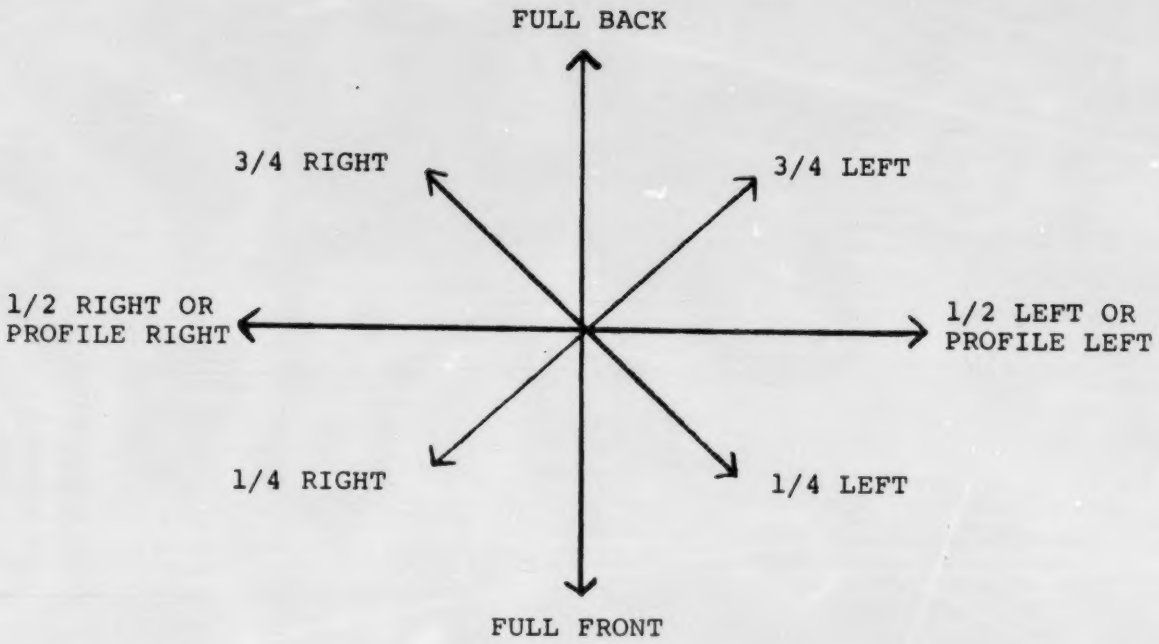
--Some generalizations could be made concerning the role of creative dramatics in helping people to become better communicators.

Parts of a Stage

| | | | | |
|---|---|---|---|---|
| UP (STAGE) RIGHT | UP (STAGE) RIGHT CENTER | UP (STAGE) CENTER | UP (STAGE) LEFT CENTER | UP (STAGE) LEFT |
| RIGHT | RIGHT CENTER | CENTER (STAGE) | LEFT CENTER | LEFT |
| DOWN (STAGE) RIGHT | DOWN (STAGE) RIGHT CENTER | DOWN (STAGE) CENTER | DOWN (STAGE) LEFT CENTER | DOWN (STAGE) LEFT |

**AUDIENCE**

Body Positions on Stage




## Part 4. Performing

(Some teachers may choose to familiarize students with stage makeup, set design, acting techniques before asking students to perform.)

Activities

--On stage, students can assume positions as teacher calls out directions: "Half right.", "Quarter left.", "Full front.", etc.

Students walk to each area of the stage: "Left center.", "Down stage right.", etc.

Then directions become more complicated: "Walk to right center; turn 1/2 left; then face 3/4 left and fall...."

--Pretend there is an invisible wall between the stage and the audience. Concentrate on activities occuring on the stage only. Practice gestures, eye contact with others, stage positions.

--Practice skits on stage. Apply knowledge about verbal and non-verbal communication, stage positions, use of stage, concentration techniques.

--Perform skits for rest of class. Use costumes and props when needed. (Use relaxation exercises before and after presentation if needed.)

--Observers make mental note of strong points in presentations to share later.

## Part 5. Evaluation

(Students share positive observations concerning performances):

- "I especially liked...."
- "You did an excellent job of using the stage...."

Possible Questions

--One thing I learned about my self during these activities is....

--I need to improve my skills in....

--I would rather (act than write/write than act) because....

--Knowing about body language could be helpful because....

--I noticed these changes in our group as a result of these activities....

--One thing I learned about (another person in the group) was....

--I feel _____ when I am in front of an audience. I used to feel _____.

--I would like to learn more about _____.

Title: The Working Class - (Career Exploration; Self-Assessment)

Contributors: Beverly Blume, Barbara Schmidt, Neil Feser,
Project ESURG Contact Teachers

## Purpose

The activities in this unit encourage students to explore career possibilities beyond those observed in daily life or those glamorous choices related to sports or show business. Students gain greater insight into their personal interests, abilities, needs, expectations and personality traits which influence career choices.

| Major Objectives | Specific Materials |
|---|---|
| The students will:<br><br>1. Assess/extend knowledge of personal assets and liabilities.<br><br>2. Develop a personal criteria grid for evaluating possible careers.<br><br>3. Gather information from a variety of sources concerning careers.<br><br>4. Evaluate the experience. | Tests:<br><br>Career related interest inventories, aptitude tests, personality inventories. (May be available through the school's counselling office; may have to be collected from personnel offices, university placement offices, etc.)<br><br>Career Information:<br><br>Occupational Outlook Handbook, Directory of Occupational Titles; awareness kits, job descriptions from placement offices, career cluster charts. |

## Part 1. Personal Assets and Liabilities

(Note: When dealing with high ability students, it is most appropriate to focus on personal interests, work habits and expectations as a starting point. Often aptitude tests show high potential in too many areas.)

### Boundary Breakers

--My parents do _____ for a living; my grandparents did _____; I might try _____; my children will probably be _____.

--I expect to hold ____ jobs in my lifetime.

--A job that is sure to be taken over by robots is _____.

--A career that will be created within the next 25 years is _____.

### Activities

--(Personal pre-test) - Divide a piece of paper in half. List personal strengths on one side, weaknesses on the other. Consider academics, work habits, hobbies, interpersonal skills and physical traits.

--Take and review results of personal assessment inventories; i.e., aptitude tests, interest inventories, values/needs checklists as they relate to careers, work habits inventories and the like.

--List preferences for working with "People", "Data", "Things".

--Using Maslow's "Hierarchy of Needs", list what it will take to satisfy the following:

- Physical needs (groceries, housing, clothing, etc.)
- Safety/security needs _____
- Social needs _____
- Self-esteem needs (public recognition, promotions, etc.

(Teacher may need to explain terms.)

## Part 2. Development of a Personal Evaluation Form

### Boundary Breakers

--One strong point which is going to help me in a future career is....

--I need to develop some skills in....

--An ideal job for me would have some of these characteristics....

### Activities

--Students compile a list of personal criteria which can be used in evaluating possible careers.

Items may include Training, Advancement (types, frequency), Earnings, Location, Social and Emotional Factors, Benefits, Working Conditions, Hiring Outlook for the Job, Special Requirements.

Example:

- Training - "I would be willing to go to no more than 2 years of formal training beyond high school."
- Advancement - "Frequent promotions are more important to me than travel."
- Earnings - "I must earn at least $15,000 per year (at today's rates) to meet my other needs...."

## Part 3. Gathering Information About Careers

### Boundary Breakers

--One career that sounds exciting is _____.

--I could make a lot of money as a _____.

--A job that I could do well is _____.

### Activities

(The teacher and students must determine the most viable means of gathering career-related information after criteria sheets are prepared. The following activities have been successful with gifted students in rural settings.)

--Bring resource people to the classroom.

--Arrange for individual interviews with local resource people.

--Conduct long-distance interviews.

--Use printed materials.

--Visit placement offices.

--Host a career day inviting appropriate choices.

--Visit a large corporation to "shadow" an employee for a day.

--Mail student-designed questionnaires to job holders.

--Write away for pamphlets, films, etc.

--Arrange for a short-term apprenticeship at a local site.

## Part 4. Evaluation

### Guided Creative Experience

(This experience can be done as an individual interview or on paper. Each student should have the opportunity to express opinions and discuss the experiences related to the unit.)

--You are employed in the career of your choice, as a _____.

- Describe your work surroundings including all 5 senses.
- Tell about a typical day on the job.
- Tell why this job meets the needs you set up on your criteria sheet.
- What are some conditions or events which might cause you to change jobs or relocate in the future?
- What is the best thing about being employed in this career?

Other Appropriate Questions

--Looking back at your Personal Pre-test, what additional information do you now possess? How will this information help you in the next 5 years? Twenty years?

--What surprises did you encounter while gathering information about yourself? Various careers?

--What areas might you continue to pursue as a result of this unit? (Continue to learn more about colleges, try for a work-study program, visit an expert over the summer, etc.)

--What do you feel you have gained from this unit?

Title: It's the Law - (Law as a Logical System)

Contributors: Vicky Stewart, Greta Rohrberg, Julie Terrones, Project ESURG Contact Teachers; and Suzann Dutton, Project ESURG Staff

## Purpose

In this unit the students will have the opportunity to use skills in critical thinking, group dynamics, data gathering, problem solving and effective communication. They will have opportunities to learn from each other as well as their local community. These activities will center around an area that is basic to any society--the law.

| Major Objectives | Special Materials |
|---|---|
| The students will:<br>1. Apply knowledge of a logical process of his/her own device to solve a problem.<br>2. Write a clear and precise rule or regulation.<br>3. Express a point of view substantiated with facts and logic.<br>4. Apply understanding of courtroom procedures by participating in a trial simulation. | Teacher may need reference books concerning the legal system and transcripts or summaries of actual trials, sample logic questions, mysteries, etc. |

## Part 1. Using Logic to Solve Problems

### Boundary Breakers

--I feel _____ when I watch someone break a law.

--If I were involved in a law-related occupation, I would be a _____.

--If I could rewrite one law it would be _____ _____.

--I would like to "outlaw" _____.

--One law early man had that we still have is _____ _____.

### Activities

--Solve a mystery or logic question. Then solve a math problem; a code.

Compare and Contrast the mental Systems which were developed in order to solve each.

--Invite a detective or lawyer to class to discuss the systems and procedures used in solving crimes.

--Compare with the steps used in a detective novel ("police procedural") or on a procedural program such as "Quincy".

--Compare an Agatha Christie plot with an actual documentary such as The Diary of Anne Frank.

--Without the knowledge of the rest of the class, stage a "crime". (We asked one of our good actors to argue with the teacher during classroom directions. The student then tore up a notebook and left the room.)

As eyewitnesses, the class/# members report their accounts of the event.

List all responses on the board. Then categorize as to "Fact" or "Opinion". Discuss the validity of eyewitness reports and the conditions that influence accuracy.

## Part 2. Effective Communication

### Activities

- This activity demonstrates the difficulty of producing a statement that is clearly understood by all who hear it:

  Each student receives a slip of paper with a item drawn on it (star, circle, punctuation mark, etc.). On a clean sheet of paper, the student writes directions for creating this item. Instructions must be so clear that they will be able to create the item without knowing what it is in advance. Each student exchanges directions and tries to illustrate the paper using the directions he receives.

  Each student guesses what the item was supposed to be.

  Discuss the difficulty lawmakers have in writing laws that everyone can understand.

- Look at actual laws and discuss the importance of precise language in the writing of law.

- Write laws which might be used in the school handbook, classroom rules, etc. Discuss the difficulty involved, the precision required.

## Part 3. Persuasive Speaking

### Activities

- Research controversial topics relating to the law (juvenile rights, search and seizure, voting age, etc.). Decide on a viewpoint on the area studied and share the viewpoint with the class by delivering a 3-5 minute persuasive speech. Other students will judge speeches according to Thesis Statement, supporting data, summarization and/or conclusion, use of logic, delivery, etc. (Criteria should be determined prior to the writing of the speeches.)

## Part 4. Simulation

### Activities

- Visit a trial in a local courthouse. Note procedures, logic and strategies used.

- Conduct a mock trial using either a transcript from an actual trial (Gideon's Trumpet) or a situation created by students. Assign parts and undergo necessary research required for the assumption of the role (e.g. the jury should know nothing about the case).

  Conduct the simulation exactly as the actual event would occur.

  Evaluate according to process, outcome, feelings experienced, etc.

Title: Disguise 'vertising

Contributors: Greta Rohrberg, Neil Feser, Project ESURG Contact Teachers; and Suzann Dutton, Project ESURG Staff

## Purpose

This unit provides opportunities for data gathering, problem solving, effective communication and creativity through activities involved with the field of advertising.

By examining and applying techniques and strategies used by professionals in the field, it is hoped that students will become more skilled in the areas of public relations, consumerism and capitalism.

| Major Objectives | Special Materials |
|---|---|
| The students will:<br><br>1. Analyze advertisement as to purpose, target audience and the elements that were used to convey the message.<br><br>2. Conduct a needs assessment and design an effective advertisement for a local business.<br><br>3. Form generalizations about advertising and its role in society. | Sample advertisements (audio, visual)<br><br>Local businesses<br><br>Production materials (paper, paint, pens, video tape equipment, etc.) |

## Part 1. Analyzing Advertisement

### Boundary Breakers

--_____, is the (funniest, dumbest, strangest, best) advertisement I've ever seen.

--I bought _____ because _____ _____ in the ad impressed me.

### Activities

--Analyze advertisements as to the positive or negative feelings they generate. Make two collages: one using a positive visual and one using a negative visual; or, both using a positive visual; or, both using a negative visual.

--Analyze advertisements as to intended target audiences (i.e., teenagers, affluent professionals, senior citizens, working women, etc.). Design a new product specifically created for a segment of the population and make a radio or TV advertisement to promote the product.

--Discuss the different forms of propaganda. Analyze and categorize according to different forms of propaganda.

--Conduct a survey on the following question: "If I were buying an expensive item, I would be <u>most</u> likely to buy one that was:

- Recommended by a friend.....YES NO
- On sale.....YES NO
- Advertised on TV or radio.....YES NO
- Advertised in magazines.....YES NO
- Rated highly in a consumer magazine....YES NO
- Other (specify) _____

  _____

Results are recorded and shared with the class.

## Special Terms

Media - Publications, broadcasts, or displays carrying a message (i.e., radio, TV, magazines, billboards).

Visual - As seen by the eye

Auditory - Hearing, sound

Negative Visual - Pictures that generate unfavorable, or uncomfortable feelings. The negative feelings incurred cause people to respond in a certain way.

Example:

The tattered, undernourished child appeals to person's conscience; send money to clothe and feed starving orphans.

Positive Visual - Pictures that generate good, happy, comfortable feelings. The positive feelings incurred cause people to respond in a certain way.

Example:

The glamorous, young-looking, fun-loving grandmother can cause people to use a certain brand of soap.

Propaganda - Ideas and facts deliberately shared to further a cause.

Name Calling - Propaganda device where unpopular word or scene is used to persuade.

Example:

"Do you use that greasy-kid-stuff?"

Glittering Generalities - A propaganda device using positive, pretty, flowery ideas to enhance the product.

Example:

Charlie Cologne - When you use it, you will have a glamorous, exciting life and be irresistible to men.

Plain Folk Device - A propaganda device where the people involved in the message have a common working man quality.

Example:

Backyard family picnic - everybody drinking Coke.

Band Wagon - A propaganda device depicting everybody is doing it.

Example:

Join the Pepsi generation.

Testimonial - A propaganda device where a well known personality is shown using a product.

Example:

Joe Namath using Brut cologne.

Transfer - A propaganda device where a beloved symbol is attached to the message.

Example:

Baseball--hot dogs--apple pie--Chevrolet.

Card Stacking - A propaganda device where ideas are taken out of context.

Example:

Through various media made available, politician promoting his campaign by depicting his family and their life style.

Does a good family life mean that he'll be valuable as an elected official?

Target Audience - The segment of the population that you are attempting to reach; can differ as to age, sex, socio-economic factors, etc.

## Part 2. Creative Productions

### Boundary Breakers

--An unusual, attention-getting advertising technique that impressed me was....

Example:

Purina Cat Chow commercial with singing cats.

--_____ is an outlet for local advertisement in my immediate area.

Examples:

Names of local newspapers, local radio stations, etc.

### Activities

--Distribute cards with pictures from magazine ads of two products. Divide students into small groups and have them combine the properties of these products or services they promote to make one new product.

Example:

Picture of an apple and a tube of toothpaste

Product - Apple flavored toothpaste where you press the apple stem and the toothpaste comes oozing out the worm hole.

--Contact a local business establishment. Interview the owner or manager to determine the products or services they promote. Design an advertisement for the business. Present the finished advertisement to the owner and/or the class. Evaluate the advertisement and the steps involved in designing the ad.

## Part 3. Generalization and Evaluation

### Boundary Breaker

--I feel advertising is good/bad because....

### Activity

--Through discussion, debate, speeches, etc. explore generalizations about advertising and its role in society.

Suggested Topics

- Does the use of propaganda always lead to negative action?
- Are the rules that govern advertising an infringement of the 1st Amendment?

# SAMPLE EVALUATION FORMS

Evaluation sheet developed for Project ESURG by Judith S. Wooster.

☆ I solemnly pledge to check my project progress by listing CRITERIA at regular intervals...

signed by _____ date _____

| DATE | CRITERIA... | + | ~ | − | COMMENTS... |
|---|---|---|---|---|---|
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Project ESURG: Things to Look for in Creative Products

Name _____ Date _____

School _____ Evaluator _____

Type of product: ____ Concrete - Actual events, objects

____ Representational - Photos, models, films, diagrams

____ Abstract - Codes, logos, words, mime, symbols

Please issue 1 point for each characteristic demonstrated in the student's product.

NOTE: Not all characteristics fit each assignment. As the assignment is given, students and teacher should agree on which characteristics will be stressed for the product and the total number of points which can be obtained.

| Convergent | Divergent |
|---|---|
| ____ factual | ____ symbolic |
| ____ sequential/hierarchial | ____ vivid/imagery |
| ____ completed | ____ redefining |
| ____ realistic/pragmatic | ____ unusual viewpoint |
| ____ organized | ____ humorous/adventurous |
| ____ accurate | ____ fluent/rapid/verbal |
| ____ clear/simply stated | ____ flexible/combination of ideas |
| ____ analytic/logical | ____ original/unique |
| ____ appropriate | ____ sensitive/emotional |
| ____ complex | ____ elaborate |
| | ____ risk-taking |

OPTIONAL: Process - During the production phase, the student demonstrated...

____ enjoyment/interest

____ perseverance

____ task-commitment

____ spontaneity

____ concentration

Score _____/_____ COMMENTS:

# Total Points / # Maximum Points

Contact Teachers:

Project ESURG must be able to supply evidence that students in local programs are being provided the opportunity to develop and/or extend their skills in the areas itemized on the attached sheet. Therefore, data must be recorded in a systematic manner by Contact Teachers. Evidence for assessment purposes may be gathered in the following ways:

____ Teacher observation of student behavior

____ Products/projects

____ Written work

____ Oral presentations/reports

____ Artistic performances

____ Feedback from community resource people

____ Feedback from audiences within local school

____ Pre/Post test data

For every activity involving any of the ESURG skills, please follow this procedure:

Record the date; abbreviate title of activity; denote particular student strengths/weaknesses by putting a + or - next to appropriate subskills.

EXAMPLE:

Today, students gathered data about services offered to elderly citizens in their town. Sally write 2 letters, made a list of people to call and read a pamphlet.

The Contact Teacher recorded:

Data Gathering

(+) - A. _____

\+ - B. _____

\+ - C. _____

No marks were made for Sally here either because Sally was not particularly strong or weak in these areas today or the behaviors were not observed.

ESURG Skills Assessment Form

Name _____ Date _____

Skills taught through Project ESURG classes are being assessed on a scale of 1 through 7: 1 denotes that the skill was not observed, 4 somewhat developed, 7 highly developed. The symbols + and - are to be used to indicate particular strengths and weaknesses in subskills that make up the general skill areas.

| | Not Observed | | Somewhat Developed | | | Highly Developed | |
|---|---|---|---|---|---|---|---|
| Data Gathering..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

\+ - A. Uses Multiple Sources: Uses books, films, interviews, pamphlets, letters, pictures, etc.

\+ - B. Selects Pertinent Information: Uses valid sources, sets criteria, focuses on issues.

\+ - C. Accurately Records Information: Takes notes, outlines, webs, summarizes, uses visuals.

| | Not Observed | | Somewhat Developed | | | Highly Developed | |
|---|---|---|---|---|---|---|---|
| Problem Solving..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

\+ - A. Defines and Analyzes Problem: Examines total picture in relation to contributing factors; can state main and related problems.

\+ - B. Chooses Solution: Uses pertinent criteria; selects from several solutions.

\+ - C. Implements: Makes plans and carries out solution.

\+ - D. Evaluates: Judges effectiveness of solution and process of problem solving.

| | Not Observed | | Somewhat Developed | | | Highly Developed | |
|---|---|---|---|---|---|---|---|
| Effective Communication | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

\+ - A. Speaks Effectively: Discusses and presents clearly and accurately.

\+ - B. Writes Clearly: Is effective in both factual and creative writing.

\+ - C. Communicates through the Arts: Uses art, music, dance and drama as vehicles of expression.

ESURG Skills Assessment Form (cont.)

| | Not Observed | | Somewhat Developed | | | Highly Developed | |
|---|---|---|---|---|---|---|---|
| Divergent Thinking/ Creativity..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

\+ - A. Thinks Fluently: Generates many ideas/products.

\+ - B. Uses Flexibility in Thought: Gives varied responses; tries different directions of thought; looks for alternatives.

\+ - C. Elaborates: Expands and embellishes existing ideas/products.

\+ - D. Is Original: Generates ideas/products that are unique.

| | Not Observed | | Somewhat Developed | | | Highly Developed | |
|---|---|---|---|---|---|---|---|
| Group Dynamics..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

\+ - A. Promotes Positive Group Interaction: Makes meaningful contributions to group; accepts and encourages other group members.

\+ - B. Is Adaptable: Is willing to change methods or direction of thought for good of the group.

\+ - C. Fulfills Obligations: Accepts assigned roles; completes tasks; brings necessary equipment to group meeting.

| | Not Observed | | Somewhat Developed | | | Highly Developed | |
|---|---|---|---|---|---|---|---|
| Self-Assessment..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

\+ - A. Realistically Assesses and Accepts Strengths of Self/Others: Analyzes strengths (physical, intellectual, environmental, emotional); strives to maximize potential; knows when to help others and when to ask for assistance.

\+ - B. Accepts Responsibility: Finds a balance between freedom and responsibility; is trustworthy.

\+ - C. Is Self-Directed: Sets goals and functions independently.

_____

Teacher

Project ESURG Student Evaluation

Name _____ Date _____

School _____ Grade _____

The set of statements below describe skills that have been suggested for use in your ESURG class. Please mark one number for each skill you've had opportunity to develop.

"As the result of participating in Project ESURG, I have had opportunities to develop the following skills:"

| No Opportunity | | Some Opportunity | | | Many Opportunities | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

____ 1) Using several sources when learning about a topic (i.e., books, filmstrips, interviews, pamphlets, etc.).

____ 2) Selecting information that is important, interesting and reliable.

____ 3) Gathering and summarizing information from a variety of sources and giving back the information through reports, demonstrations, sharing, charts, etc.

____ 4) Looking at a problem by examining the parts and how they're related to the whole.

____ 5) Choosing a solution to a problem using criteria ("Will it work?", "Can it be done?", etc.) that fit the problem.

____ 6) Making plans and carrying out a solution to a problem.

____ 7) Judging the effectiveness of both the solution and the way the problem was solved.

____ 8) Speaking effectively in discussions and presentations.

____ 9) Writing clearly and creatively.

____ 10) Sharing ideas through the arts (i.e., art, music, dance, drama, and photography).

____ 11) Increasing fluency by thinking or making many ideas or products.

____ 12) Increasing flexibility by giving many alternatives, solutions; trying different ways of doing things.

____ 13) Increasing elaboration by expanding, giving many details to stories, drawings, etc.

____ 14) Increasing originality by producing ideas or products that are unique or one of a kind.

____ 15) Becoming a more positive, meaningful member of a group.

____ 16) Developing the ability to change if it will help the group.

____ 17) Doing your share of work in groups and allowing others to do their share.

____ 18) Assessing and accepting your personal strengths and weaknesses.

____ 19) Accepting responsibility.

____ 20) Developing self-direction (making yourself do your work).

School _____

ESURG Family Participation Log
(ESU Rural Gifted)

Please help us by completing this form as soon as possible and return in enclosed envelope.

Indicate number of children participating by grade level just completed and number of years in gifted programs.

| Grade | # of years |
|---|---|
| | |
| | |
| | |

Please check those items that you were able to attend and those materials that you received.

NOTE: Because of individual differences in scheduling in various schools, not all activities were available to all families.

____ 1. Parent information meeting in fall.
____ 2. Parent information packet.
____ 3. ESURG Interest Fair (parent sessions).
____ 4. ESURG Interest Fair (student sessions).
____ 5. Informal Parent-Teacher conference.
____ 6. Nebraska Gifted Conference (Omaha-Hilton).
____ 7. Field trip.
____ 8. Written evaluation of student participation in program.
____ 9. Other (specify). _____

Please react to the following general and personal statements by circling the number which most accurately reflects your opinion.

| Disagree | | | | Agree | | | Does Not Apply | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA | 1. | The Parent Information written material provided by Project ESURG was helpful and valuable. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA | 2. | The Parent Information meetings and conferences provided by the Project were helpful and valuable. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA | 3. | The written evaluations by students and teachers were helpful. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA | 4. | The opportunities provided by Project ESURG were benefical for my child. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA | 5. | My child had a positive attitude about the opportunities provided by Project ESURG. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA | 6. | I would like my child to be involved in a gifted program next year. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA | 7. | I feel that involvement in Project ESURG has broadened my knowledge of my child and his/her individual characteristics. |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | NA | 8. | The interest and support for Project ESURG was adequate at my local school. |

Comments: